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when it is interpreted? This book is a constructive attempt to realize in a field of great human endeavor whatever of capital the past has to offer.

UNIVERSITY OF CHICAGO

C. L. CLARKE

AYRES, MAY, WILLIAMS, JESSE F., and WOOD, THOMAS D. *Healthful Schools*. Houghton Mifflin Co., 1918. Pp. x+292. \$1.50.

This book represents an attempt to treat the question of school hygiene as a unified whole rather than as an unrelated group of individual topics bearing on the general subject. The authors have set forth what they feel a school administrator needs to know in order to safeguard the health of the children under his care.

In all, the book contains fourteen chapters on such subjects as: "Choosing the Schoolhouse Site," "The School Building," "Rooms in the School Building," "Classroom Equipment," "Lighting," "Water Supply," "Toilets," "Heating and Ventilation," "Protecting Schoolhouses from Fire," "Keeping the Schoolhouse Clean," "Medical Inspection," "Physical Training and Recreation," "Exceptional Children," and "School Feeding."

At the end of each chapter there are questions for study and discussion and selected references. These questions and references should prove helpful in case the book is used as a textbook. Furthermore, besides these pedagogical aids, there are throughout the book a number of excellent illustrations, diagrams, summaries, and sketches.

The volume is one of the most recent ones in the "Riverside Textbook Edition" edited by Professor Cubberley. It should prove useful as a textbook in school hygiene in colleges and normal schools, as well as furnish a basis for discussion by teachers, supervisors, and superintendents.

NOBLE, S. G. *Forty Years of the Public Schools in Mississippi with Special Reference to the Education of the Negro*. Teachers' College, Columbia University Contributions to Education, No. 94. New York: Teachers' College, Columbia University, 1918. Pp. iv+142.

In his dissertation Dr. Noble has made an effort to answer the following questions: "Do southern people believe that the Negro can and should be educated? What facilities have been provided for this purpose? Is the trend of public sentiment toward providing more adequate means for his education? Is the Negro child being discriminated against in the distribution of school funds? Does the progress of the race in the past fifty years justify the efforts that have been put forth to educate the Negro?"